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ABSTRACT

Presented is a summary of the State Master Plan for Special Education in Oregon, designed to guide the activities necessary to achieve the goal of providing full educational opportunities for all handicapped children by September 1, 1980. The document is divided into two major sections: rationale, philosophy, and definitions for a state master plan for special education; and major goals and objectives for special education. Individual sections address the following areas: a model for full educational opportunities; protection of individual rights; personnel development; evaluation and data system; administration and organization; finance of special education; and major goals and objectives timelines. (SBH)

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# STATE MASTER PLAN FOR SPECIAL EDUCATION IN OREGON

## SUMMARY

OREGON STATE BOARD OF EDUCATION

VERNE A. DUNCAN

SUPERINTENDENT OF PUBLIC INSTRUCTION

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The pronouns referring to a child in this document are masculine. The pronouns referring to a parent or teacher are feminine. This practice is not assigning sex roles nor does it imply sex discrimination but is followed to provide consistency in writing and to eliminate the awkwardness resulting from such pronoun techniques as "him/her" or "(s)he."

# INTRODUCTION

## Purpose

The State Master Plan for Special Education in Oregon is designed to guide the activities necessary to achieve the goal of providing full educational opportunities for all handicapped children by September 1, 1980. It is intended to assist the Legislature, Governor, State Board of Education, Superintendent of Public Instruction, State Director of Special Education and other management personnel of the Department of Education in making policy decisions to improve and expand special education in the state. It is intended to assist school and district level personnel in their efforts to implement special education programs and services. Parents and special interest organizations concerned with handicapped children will find the plan useful as a source of information about the rights of the handicapped to receive an equal educational opportunity and the special education programs and services which are or should be available. Finally, the plan is intended for use by other public and private agencies serving handicapped children to assist in coordinating the provision of special education services by all of the agencies involved.

To accomplish these purposes the State Master Plan is presented in two major divisions:

1. Rationale, Philosophy, and Definitions for a State Master Plan for Special Education

The first major division develops a rationale for this plan and presents the philosophy and definitions of special education in Oregon. As such this portion of the document serves as a base for the plan. While the values represented in these sections are those of the authors and the division, they have been shaped through the involvement of a broad spectrum of people concerned with education of the handicapped.

2. Major Goals and Objectives for Special Education

The second major division presents major goals and objectives for special education in the state and specifies implementation activities for each objective for two levels of service delivery: (a) State Department of Education (including coordination with other state level agencies), and (b) Local Education Agencies and Intermediate Education Districts. Each activity presented is accompanied by a proposed date of achievement for implementation.

## Development Process and Contributors

The State Master Plan has been developed under contract with the Oregon State Department of Education. The plan was developed as a result of the conviction of State Department personnel and other educators that current special education services and those to be implemented as

a result of the latest state and federal legislation could be better if guided by a comprehensive planning effort.

The staff members of the Special Education Division of the State Department of Education were available to Teaching Research personnel and proved to be invaluable throughout the development of the State Master Plan. Their assistance is hereby acknowledged and greatly appreciated.

From the outset the evolution of the plan has been monitored by an Ad Hoc Advisory Committee appointed by the State Department of Education. This committee has been most helpful in providing direction and interpreting policy throughout the planning process.

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A first step in the development of the State Master Plan entailed a comprehensive study of special education as it currently exists in Oregon. This was accomplished through an intensive survey of the various agencies which serve handicapped children. The survey included interviews with relevant agency personnel and thorough examination of materials and documents describing agency policies, guidelines, procedures and philosophies.

A second step in the development process was a thorough review of state and federal legislation which affects special education in the state and review of exemplary plans from

other states.

To round out the information gathering process, many meetings were held with various groups having special interests relative to handicapped children so that the planning effort could profit from their experience, wisdom and perspectives. Of great assistance in this process was the cooperative effort of the Task Force on Special Education established by the 1975 session of the Oregon Legislature and chaired by State Senator Clifford W. Trow. The administrative staff of that task force joined the Teaching Research staff in identifying many areas where cooperative activities would assist and strengthen both efforts. The assistance of the Task Force on Special Education is gratefully acknowledged.

Conceptualization of the plan and development of its major goals and objectives occurred only after a thorough investigation of all relevant information was completed. Recognizing the importance of the involvement of the people of Oregon in the development of the plan, every effort was made to insure such involvement throughout the project. Major assistance in the development of the plan was achieved through the establishment of a task force which provided direct input to the authors in the design of some components of this plan. At other times the task force reacted to the various concepts and proposed activities as they were developed.

In selecting the 60 individuals who served on the task force eight criteria were considered. Many of the task force

members were qualified in more than one criteria. The criteria used were as follow:

1. Individuals with a knowledge of or an interest in the various handicapping conditions.
2. Individuals representing geographical areas of the site.
3. Individuals who are concerned with the administration of services delivered.
4. Individuals who deliver services.
5. Parents of handicapped persons.
6. Individuals involved with agencies which deliver services.
7. Individuals from higher education.
8. Individuals representing institutions which deliver services.

## Rationale, Philosophy, and Definitions for a State Master Plan for Special Education

### Rationale for a State Master Plan

The rationale for the State Master Plan is presented in two parts: (1) litigation and legislation trends, and (2) an overview of state agency responsibility for special education.

The review of litigation and legislation presented establishes that: (1) all handicapped children have the legal right to a free appropriate public education; (2) the responsibility of educating handicapped children has been placed directly on local resident districts, and (3) legislative steps have been taken to insure those rights and

and responsibilities. Implementation of legislative mandates for the provision of appropriate education of handicapped children can only occur through a unified planning effort.

The provision of special education in the state of Oregon as specified in Chapters 343 and 346, Oregon Revised Statutes (ORS), is basically the responsibility of the State Department of Education (SDE) under the supervision of the Superintendent of Public Education and the State Board of Education. However, Oregon law also provides for special education and/or related services to be provided by the Mental Health Division, Department of Human Resources (MHD), Children's Services Division, Department of Human Resources (CSD), and certain other agencies. These mandates of state law are sometimes overlapping relative to populations served and service provided. Furthermore, federal laws which provide service impetus for state agencies are not consistent in their definitions of populations to be served and/or services to be provided. The lack of clarity in these laws creates confusion for service providers at all levels, and separation of agencies due to established state bureaucracy often creates a lack of coordination of service provision.

Solutions to these and other problems in special education at the state level are not easy. They will take coordinated assessment, coordinated planning, and coordinated implementation of those plans. They will require the preparation of clarifying legislation and cooperative agreements.

## Philosophy of Special Education

The philosophy of special education presented in the State Master Plan is based on the importance of education to the existence of the state. The differences of exceptional children, as well as their similarities to all children, are presented to point out the need for the components of special education.

## Definitions of Special Education

To promote a common understanding of the goals of special education by all persons involved, definitions must be presented which bring those goals into a common focus. Some of the definitions needed for this purpose are formulated and mandated by law and, therefore, provide a basic guide for all to follow. Other definitions result from use of terminology in practices in the field and must be identified for common understanding when used. Throughout the State Master Plan terminology is used and references are made which call for common definitions to be identified. Presented in the plan is a compilation of those definitions.

Of major importance to the state planning effort for special education are definitions of the basic service to be provided and identification of the individuals who will be recipients of that service. Therefore, the definitions for special education, handicapped children, and special or related services are presented first. Both the state and federal definitions are included.

## Major Goals and Objectives for the Provision of Special Education

The major goal of special education in Oregon is and must be:

> To identify all handicapped children and provide them with a free appropriate public education.

Oregon, in many ways, is well along the route to making this goal a statement of fact. Basic legislation exists, and state leaders are committed philosophically and operationally to this goal. As indicated in the Rationale section of the State Master Plan, however, much work remains to be done. The Major Goals and Objectives sections of the plan are designed to provide benchmarks to assist legislators in providing needed laws and to guide the individual and collective efforts of special education personnel at all levels in accomplishing that work. Each section in the plan includes a goal statement and an overview of the area addressed and objectives and implementation activities to accomplish the stated goals. This summary will present the salient points of the Major Goals and Objectives section of the plan.

### Full Educational Opportunities: A Model

Goal Statement:

Full educational opportunities will be provided for all handicapped children through 21 years of age in Oregon by 1980.

The ultimate focus of the goal of full educational opportunities is the orderly redevelopment of special education delivery systems within which the unique needs of each handicapped child are met through the provision of an Individualized Education Program (IEP). Such a system should be characterized by: (1) a means for the identification of all children with handicapping conditions; (2) diagnosis of their specific learning problems; (3) placement in an appropriate learning environment; (4) prescription of an individualized education program, and (5) evaluation of the effectiveness of each child's individualized program.

The State Master Plan presents a model for providing full educational opportunities for handicapped children in Oregon. The model recommended has a sequence of componments each of which has a distinct function essential to the success of the approach. However, while the components are presented in a sequence, this does not preclude implementation of activities of a component prior to the completion of the preceding component (e.g., information may be gathered and reviewed for completion of the IEP during diagnosis and placement). Effective interrelation of these components is necessary in meeting each child's unique needs.

The model is displayed in Figure 1 and a brief description of each component of the model is also presented in this summary. A complete description of objectives and activities to accomplish implementation of the model is included in the State Master Plan.

FULL EDUCATIONAL OPPORTUNITIES: A MODEL

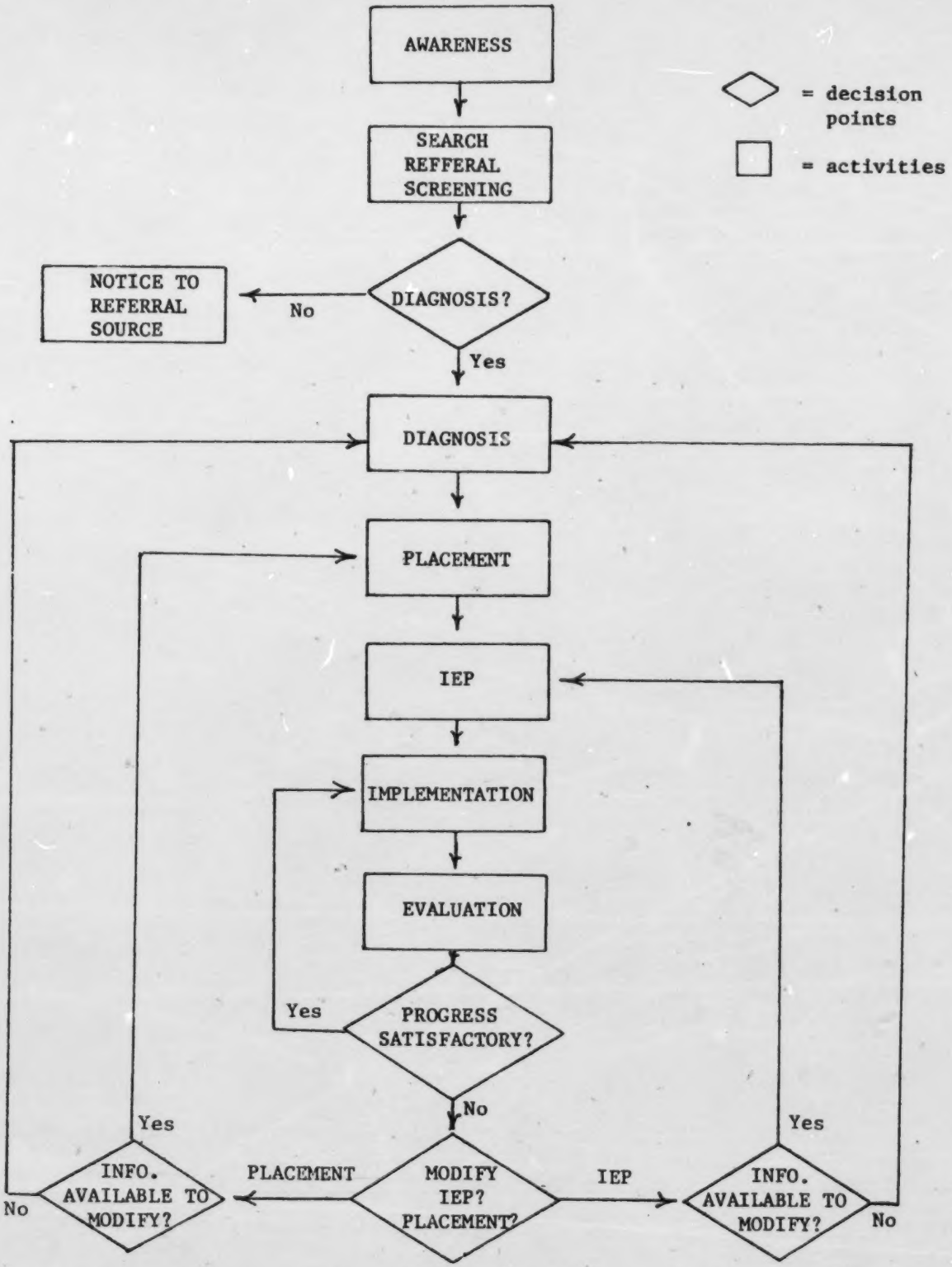


FIGURE 1



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Awareness

To assist in the identification of handicapped children, activities for public awareness will be implemented throughout the state. Public awareness is comprised of the following: (1) to be aware of indicators in children which might signal a handicapping condition; (2) to be aware of the educational opportunities available for handicapped children; (3) to be aware of the rights of these children, and (4) to be aware of appropriate contacts to which children can be referred for screening.

To insure that public awareness is accomplished, it will be necessary to develop procedures at each level of service delivery and support which facilitate provision of necessary information to all relevant audiences.

Search/Referral and Screening

The next steps in the process of identifying handicapped children are: (1) the search for and/or referral of children suspected of having a handicapping condition, and (2) the screening of these children to determine whether in fact those referred are potential candidates for special education services and should proceed with further diagnosis of their learning problems.

Diagnosis

When a child has been screened and identified for diagnosis, written notice will be given to the child's parents or legal guardian regarding the desirability of

of conducting a diagnosis. Parents will be included in all decisions as prescribed in the due process procedures. The LEA/IED will then implement procedures to accomplish diagnosis.

Screening may indicate that diagnosis is needed in the areas of medical investigation, psychological investigation, educational investigation or all three. The major purpose of diagnosis is to provide information relative to the kind and content of the educational program the child needs.

Where possible, diagnosis will be accomplished by the teacher or teachers, special or regular, or other relevant professionals at the LEA/IED where the child resides. These individuals have basic responsibility for planning and implementing educational programs for the child and must, therefore, be involved in the diagnostic process. The LEA/IED may not always be able to provide the comprehensive and specialized diagnostic services needed for a child. In those instances diagnosis should be accomplished by qualified personnel at a location as near the LEA/IED as possible. Currently, locations which can assist the LEA/IED by providing comprehensive diagnostic services are not available throughout the state. It will be necessary for the SDE to study the needs for, and subsequently develop, a network of diagnostic support services which will be available to all special education service providers.

Placement

While the sequence of components presented in this model specifies diagnosis-placement-IEP in that order, some

activities of these three components may occur simultaneously. Implementation of this State Master Plan will find a majority of Oregon's handicapped children already placed in a special education environment. Further diagnosis and IEP planning for these children will occur in that environment. Any change in educational environment will occur as a result of implementation and/or evluation of the IEP. Other children, identified as a result of the referral/screening process, will have enough information available after diagnosis to allow for a decision to be made about the appropriate placement of the child. A third group of children may be placed in an appropriate educational environment as a result of planning during IEP activities. Of importance to timely and appropriate provision of special education services is: (1) that teacher(s) or other relevant professionals in the selected educational environment assume the management of diagnosis (when possible) and IEP planning, and (2) the continuous evaluation of the appropriateness of the educational environment selected.

Initial placement of the child must be based on the individual needs of the child, medical, psychological, and educational, and the restrictions of the environment on meeting those needs. The environment must not keep the child from obtaining the education of which he is capable. Each LEA/IED should make every effort to develop the educational environments needed with their jurisdiction.

IEP

When placement has been effected an Individualized Educational Program (IEP) will be developed for the child. The function of the IEP is to provide a plan for direction of a child's educational program. It is to be used by the teacher as a guide for the preparation of instructional programs as a measure of successful achievement of those programs. The IEP will be used by administrators at all levels as a means of evaluating total program effectiveness and the extent to which full educational opportunities are being provided. It will also be used to provide information for parents relative to their child's progress.

Content of IEP

An Individualized Education Program is a written statement developed for each handicapped child served, which includes:

1. The present levels of educational performance of the child.
2. Long term objectives.
3. Short term instructional objectives.
4. The specific educational services needed by each child.
5. The projected date for initiation and anticipated duration of the program services.
6. A description of the extent to which the child will participate in regular education programs.

7. A justification for the type of educational placement which the child will have.
8. A list of the individuals who are responsible for implementation of the IEP.
9. Appropriate objective criteria and evaluation procedures and schedules.

Procedures for the Development of IEP

The written statement of the IEP will be prepared by the designated teacher(s) or other professionals in charge of the educational environment selected for placement of the child. The IEP will then be reviewed by the individuals involved in the implementation of the program. Persons included in the review process will be:

1. Teacher(s)
2. Representative(s) of LEA/IED
3. The child's parents or guardian
4. The child (when appropriate)
5. Any other person directly responsible for the implementation of the IEP

Implementation

All components of the process which has been described have been directed toward providing educational opportunities which will meet the unique needs of each handicapped child. Implementation of the IEP developed for each child becomes the focal point of providing special education. The success of implementation is measured by the achievement of objectives

established for the IEP.

Evaluation

Evaluation provides a means to monitor and provide feedback to the system relative to a child's progress and next steps to be accomplished in meeting the unique needs of each handicapped child. The complete process of evaluation is fully addressed in the State Master Plan.

The model process for provision of full educational opportunities presented in the State Master Plan is intended to be a guide for insuring the provision of those opportunities. It must be approached with the flexibility needed to meet the unique needs of each handicapped child.

## Protection of Individual Rights

Goal Statement:

To guarantee the protection of the individual rights of all handicapped children and their parents or guardians in the provision of full educational opportunities.

State and federal laws specify the protection of individual rights for all handicapped children. Included are rights pertaining to: (1) procedural safeguards relating to the provision of a free appropriate public education; (2) confidentiality of personally identifiable information, and (3) protection in evaluation procedures. In many cases,

policies and procedures designed to assure these protections are already available; however, some gaps exist which will require changes in laws, policies and procedures. Where these gaps exist, agencies responsible will be expected to take appropriate action.

The rights and procedures presented in the State Master Plan are from two sources; Oregon Administrative Rules (OAR), and Proposed Rules (PR) 45CFR Parts 100b, 121a, and 121m for Public Law 94-142. Where OAR are available and meet federal requirements, they are presented. Where it was determined that OAR are not available or do not meet federal requirements, the proposed rules for PL 94-142 are presented.

The procedures presented in the State Master Plan for the protection of individual rights include those identified here.

Procedural Safeguards

1. Opportunity to examine records. Parents of handicapped children should be afforded opportunity to examine all relevant records with respect to the provision of full educational opportunities for their child.
2. Independent evaluation. Parents shall be informed of their right to obtain an independent educational evaluation for their child if they disagree with an evaluation obtained by the local educational agency.
3. Prior notice; parent consent. Written notice must be given to parents and parental consent obtained if the state or local education agency proposes to initiate or

change, the identification, evaluation, or educational placement of their child or the free appropriate public education provided to their child.

4. Impartial Due Process Hearing. A parent or local education agency may initiate a hearing in relation to either the proposal or refusal to initiate or change the identification, evaluation, or educational placement of a child or the free appropriate public education provided to the child.
5. Surrogate parents. The state shall insure that the rights of a child are protected when the parents of the child are not known, unavailable or the child is a ward of the state, including the assignment of an individual to act as a surrogate for the parents.

Confidentiality of Information

1. Notice to parents. Parents shall be fully informed relative to procedures for obtaining, storing, disclosing to third parties, and destroying information which is personally identifiable to their child.
2. Access rights. Parents shall be permitted to inspect and review any personally identifiable information relating to their child which is collected, maintained, or used.
3. Records of access. Each agency shall keep records of parties obtaining access to information.
4. Records on more than one child. If records include information on more than one child, parents may only

inspect information relating to their child.

5. Lists of types and locations of information. Parents shall be provided, on request, a list of types and locations of information about their child.

6. Fees. Fees may be charged for copies of information provided to parents but not for search or retrieval of information.

7. Amendments of records at parent's request. A parent who believes that information is inaccurate, misleading, or violates the privacy or other rights of the child may request that the information be amended.

8. Opportunity for hearing. Opportunity for a hearing shall be provided, on request, to challenge information to insure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of a child.

9. Consent. Parental consent must be obtained before personally identifiable information is disclosed to anyone other than officials of appropriate agencies.

10. Destruction of information. All personally identifiable information collected, maintained, or used must be destroyed within five years after the information is no longer needed to provide educational services to the child.

11. Safeguards. Each participating agency shall protect the confidentiality of information at collection, storage, disclosure, and destruction stages.

Protection in Evaluation Procedures

1. General. Testing, evaluation materials and procedures used for the purposes of evaluation and placement of handicapped children must be selected and administered so as not to be racially or culturally discriminatory.
2. Evaluation: change in placement. An educational evaluation must be conducted before any action is taken with respect to initial placement or denial of placement or transfer or denial of transfer of a child.
3. Evaluation procedures. State and local education agencies shall insure that tests used are specific to and validated for the purpose for which they are to be used and that interpretation of testing is accomplished by appropriate personnel.
4. Reevaluation. State and local educational agencies shall insure that each handicapped child's IEP is revised periodically and that reevaluation of the child is conducted every three years or more frequently if conditions warrant or if a child's parent or teacher requests an evaluation.

## Personnel Development

Goal Statement:

The development of personnel to provide full educational opportunities for handicapped children will be accomplished through the identification of training needs and the coordination of training resources throughout the state.

Provision of full educational opportunities for all handicapped children in Oregon is dependent on the availability of adequately trained personnel. To insure that these trained personnel are available to special education a coordinated, training effort based on identified needs is necessary.

The following activities are considered necessary to insure that adequate numbers of appropriately and adequately prepared personnel are available for the education of all handicapped children throughout the state.

### Needs Assessment

Before any statewide comprehensive plan for providing training of personnel can be developed it will be necessary to conduct a thorough examination of existing needs of manpower and training resources. The responsibility for initiating and monitoring this activity rests with the SDE. Support and assistance of all other agencies responsible for training, as well as consumer groups, will be required.

Coordination of Resources

After a thorough needs assessment has been conducted, a consensus for the priorities of training needs will be developed. The SDE will take the initiative in establishing these priorities through a cooperative effort with training institutions and consumer groups. The SDE can not control all resources to be applied to the training effort, but it can have a significant impact by focusing its own resources (Title VI Part D) and encouraging other agencies to do the same through cooperative planning.

## Evaluation and Data System

Goal Statement:

An evaluation and data system in support of full educational opportunities for all handicapped children will be established at all levels of special education.

The purpose of this section in the State Master Plan is to outline the basic elements of an evaluation plan that will meet the above stated goal. The plan which is outlined, addresses the nature of decisions which must be made at each of three levels: (1) the classroom, i.e., that point at which instruction occurs; (2) the LEA/IED, i.e., the local organizational unit established to provide instructional and service programs, and (3) the SDE which is responsible for the overall provisions of educational services to children.

Evaluation Focus

At the SDE level the major concerns are: (1) that locally established programs are in compliance with relevant state and federal statutes, rules and regulations, and (2) that the quality of these locally established programs is acceptable, as judged by established criteria. At the LEA/IED level, the major concerns are with the quality of the programs offered and the effectiveness of the variety of processes employed within those programs. At the classroom level, the basic concern is with individual pupil performance.

Timelines of Data

At the classroom level, relatively short intervals should elapse between observations or collection points of data on student performance so that students are not retained in non-productive learning experiences. It is recommended that LEA/IED's establish procedures that provide for assessment of student performance on all learning tasks governed by the IEP at least weekly and, in no instances, less frequently than bi-weekly.

At the district level (LEA/IED), collection of daily, weekly or bi-weekly data or information is neither necessary nor desirable primarily because it is not feasible to change or adjust programs on such short cycles. It is recommended, therefore, that districts establish procedures to collect and review program performance data at least three times annually, i.e., at the end of the Fall and Winter quarters and at the

end of the school year.

State level planning and decision processes are usually based upon yearly cycles. It is, therefore, recommended that evaluation be accomplished on an annual basis only.

Demographic Data

A special kind of evaluation activity is that of developing a repository of demographic data on each handicapped child served in Oregon. In order to comply with PL 94-142 the state and agencies who serve handicapped children must collect, summarize and submit demographic data on all handicapped children.

At the present time demographic data are also required by a variety of other agencies in the state of Oregon. In order to achieve uniform collection of demographic information, it is recommended that the system currently being used by the SDE continue to be used. The system was designed by the Task Force on Special Education chaired by Senator Clifford W. Trow. The system should be monitored each year and at other times deemed necessary to: (1) conform to compliance requirements, and (2) insure efficient use of LEA/IED resources. As these data are collected from the LEA/IED, the SDE should put them into a centralized data repository. Because of a need for maximum use by all agencies involved with the education of handicapped children it is recommended that the centralized data repository be maintained by the Department of Human Resources (DHR).

Integrated Evaluation

As described previously, the goal is to develop an evaluation system that supports full educational opportunities for handicapped children. PL 94-142 specifies that such opportunities must be individually prescribed for each child. The IEP is the vehicle which is used to meet this requirement, therefore the evaluation system must reflect the characteristics and requirements of the IEP.

Classroom Requirements

The basic concern is with individual student performance on specified learning tasks. Classroom teachers should develop procedures that permit them to assess this performance systematically and at short intervals so that appropriate adjustments can be made in learning tasks.

LEA/IED Requirements

The LEA/IED is concerned with program quality and efficiency. For this purpose, the LEA/IED should establish procedures that permit collection of summary data for individual children within established programs.

The LEA/IED should, at least three times each year, require a summary of IEP programs for each handicapped child. Classroom teachers/specialists will be the source of this information. This summary should indicate for each child, by short term objective and major long term objectives, the date at which the learning activity was initiated and the date at which criterion was achieved. The LEA may then

summarize, over children within programs, the number of activities underway and completed. By comparing planned dates of initiation and completion with actual dates, LEA/IED supervisors can spot productivity problem areas and take whatever supervisory action appears appropriate. The final summary during the year may provide the basis for the annual report to the SDE.

SDE Requirements

The SDE should establish procedures by which local districts report annually on the activities of their established programs for handicapped children. These procedures should collect those data necessary for the SDE to determine whether or not the district is in compliance with state and federal legislation, rules and guidelines.

## Administration and Organization

Goal Statement:

Develop within the State Department of Education appropriate administrative structures which provide: (1) Maximum responsiveness to the identified educational needs of handicapped children in Oregon; (2) Progressive leadership in helping local school districts develop and provide full educational opportunities for the handicapped youth they serve, and (3) Viable systems for coordinating the special education services provided by other state and local agencies.

If this goal is to be realized, some reorganization and realignment of responsibilities within SDE will have to be considered.

The organizational structure proposed in the State Master Plan is based upon support functions rather than handicapping conditions. Thus the proposed structure recognizes functional applications across the variety of conditions. This function-drive structure is recommended as a means to facilitate the delivery of services at the local level. Specifically, the functions include the following:

Special Schools Operation: The SDE should continue to maintain the responsibility for the operation of the two residential schools for sensory impaired, i.e., the Oregon State School for the Deaf and the Oregon State School for the Blind. These two residential centers comprise an integral part of the total delivery system for handicapped children in the state.

Coordination and Planning: A major function of the SDE should be to coordinate services at the state level assuring those handicapped children in local programs the full range of services available through the state. The responsibility for this coordination function should be placed with the SDE.

Operations: With the responsibility of delivery resting at the local level this function has been included under the label of "operation" and within this function are included mechanisms whereby local school districts are supported in

their efforts to establish and maintain programs. As part of the operations function, the SDE should establish standards which define full services for handicapped children and assist local districts, or in those cases where local districts are unable to provide the full range of services, assist combinations of districts to establish programs which meet the prescribed standards. In providing support to the local school districts, the operations portion of the SDE should be staffed with individuals who are able to maintain direct and constant contact with local districts or be maximally responsive to local district requests for assistance. In order to simplify local district operation it is recommended that all contacts required by local districts be through operations personnel.

Support Services: As reflected in other areas of the State Master Plan the provision of full services to handicapped and youth will require a variety of ranges of specialists and organizational assistance. These are organizationally included within the support services functions. These include the personnel development, finance, and public information functions.

Evaluation

The Evaluation Office rounds out the major responsibilities of the SDE. Included within its responsibilities are the: (1) identification and tracking of handicapped children and youth; (2) assessment of student performance, and (3) program

evaluation. Generally this office will serve to provide formative evaluation information to the Director that will facilitate his efforts to coordinate services to local districts and assist him in his long-range planning efforts. In addition, the office will serve to assist local districts in the evaluation of their programs.

The proposed organizational structure is shown in Figure 2.

## Finance of Special Education

Goal Statement:

Full educational opportunities for all handicapped children in Oregon will be provided through the adequate provision and management of financial resources at all administrative levels.

The Finance section of the State Master Plan addresses the financing of special education in Oregon by: (1) identifying major sources of funding available in the state; (2) suggesting a process for the coordinated management of those funds; (3) identifying problems and recommending guidelines for the distribution of state and federal monies to school districts, and (4) presenting an overview of the cost of implementing the goals and objectives presented in this plan.

### Major Sources of Funding for Special Education

Identified in the State Master Plan are the major administrative agencies involved with special education, the major sources of funds, and the area of expenditure of those funds

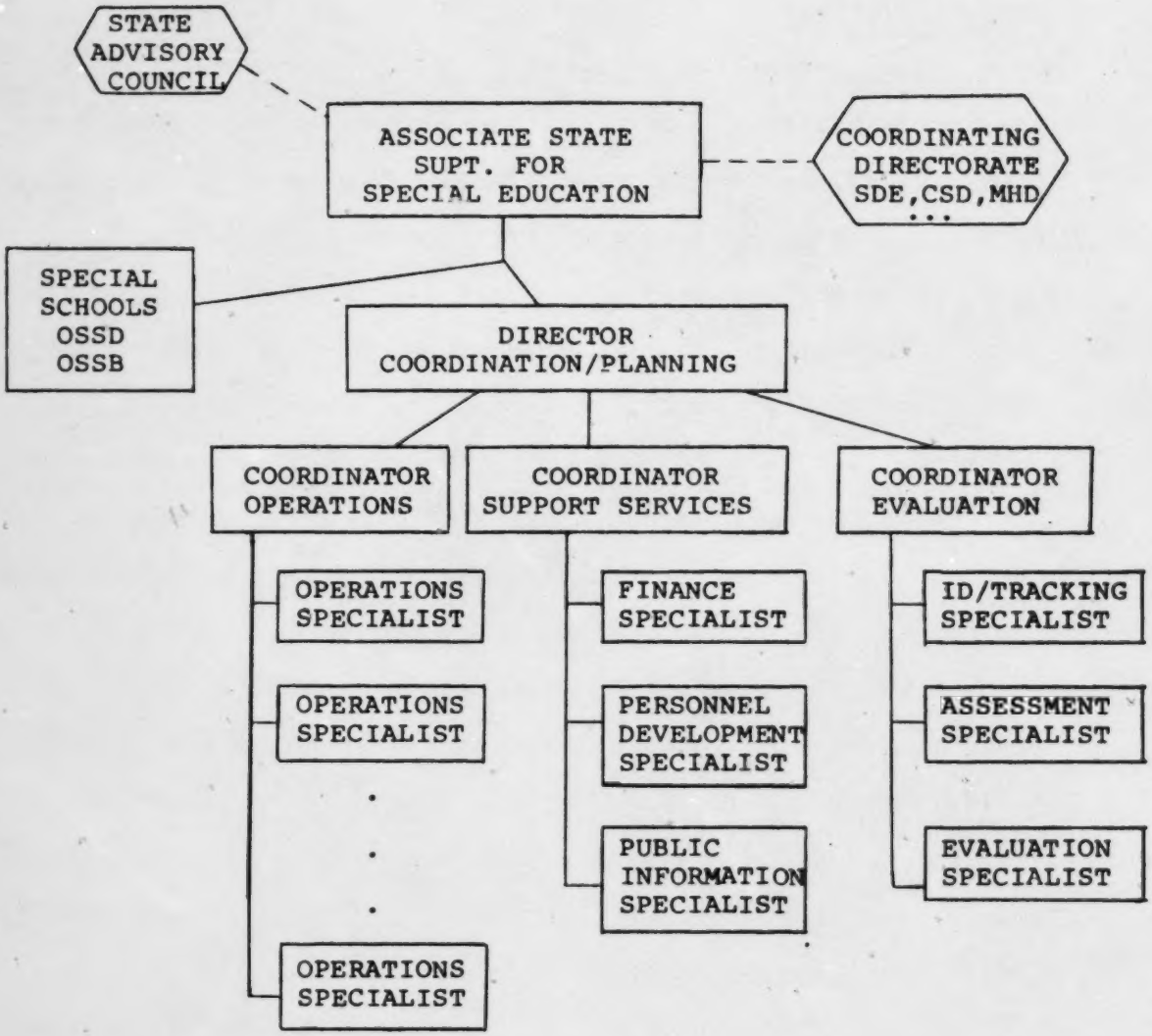



FIGURE 2

PROPOSED ORGANIZATIONAL STRUCTURE
OF THE SPECIAL EDUCATION DIVISION,
STATE DEPARTMENT OF EDUCATION

for special education.

Coordinated Management of Special Education Funds

Throughout this document, agency coordination has been a key to full service provision. That key is also applicable to the provision and management of financial resources.

Each agency involved with special education, from the local school to the federal government, operates under the constraints of its administrative rules. Each must respond to established lines of authority and established budgetary processes. However, a coordinated effort relative to the focus of appropriations and expenditures will greatly assist in insuring that stated goals and objectives for the provision of full educational opportunities is accomplished.

State level agencies which disburse state general fund monies for special education and also act as administrative agencies for federal monies should develop both inter-agency and intra-agency procedures for joint planning relative to the focus of appropriations and expenditures. With the major responsibility for special education resting with the Special Education Division of SDE, it is most logical that that division act as coordinator for a joint planning effort.

To alleviate the problems of direct service providers of "shopping" for financial resources and/or not knowing where to obtain funds, the Special Education Division of SDE should also establish a central information repository for all available state and federal funds.

Distribution of State and Federal Monies to School Districts

State Reimbursement: At the present time, the state of Oregon uses an approved cost procedure to reimburse school districts for special education costs. OAR 581-15-045 identifies the items that can be approved for reimbursement for instructional services to handicapped children. ORS 343.281 establishes a procedure whereby the state may reimburse up to a maximum of 30% of approved costs to the local school districts.

The State Master Plan recommends the continuation of this system of reimbursement with certain revisions. First, the plan agrees with the Arthur Young Study which indicated a need for redefining items specified as approved costs to more closely match actual costs. Secondly, experience with the current system should allow for the appropriation of adequate funds on an annual allotment system, thus balancing the amounts available across both years of the biennium. Third, the plan recommends that the state's portion for reimbursement be increased from 30% to 50% of approved costs. The plan also reiterates the recommendations of the Arthur Young Study that adequate audit procedures must be developed to monitor the reimbursement of special education services.

Federal Allotment: In FY 1977-78, the monies attached to Public Law 94-142 will be available to the State of Oregon in the approximate amount of $2,400,00.

During the first year 50%, or approximately $1,200,000, of these monies is to be given to districts on a per capita

basis for direct services for handicapped children. The remaining 50% is to be used by the SDE for administrative services, direct services, or support services. Therefore, the State Master Plan is recommending that the monies available to the SDE under PL 94-142 be used to offset the additional costs of implementing the mandates of PL 94-142 and the State Master Plan.

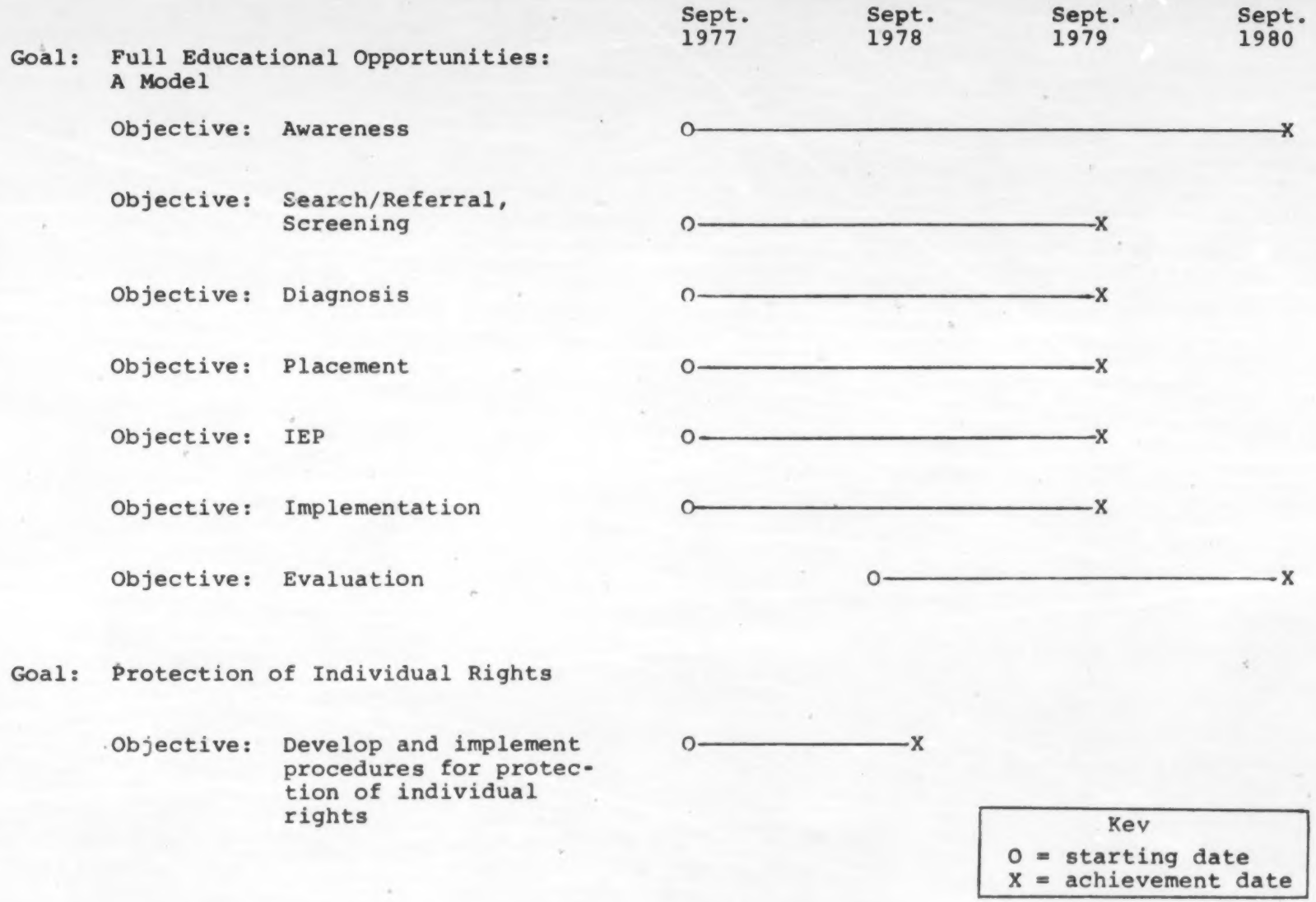
Implementation of the State Master Plan

Implementation of the activities of this State Master Plan will have financial impact at two different administrative levels. First, the LEA/IED or other direct service providers will experience an increase in the funding level needed to support special education. This increase will vary greatly within the state due to the fact that some districts already have a number of the required activities implemented under their present funding structure while other districts have few or none. It is impossible at this point to project these local costs without a major study of present district compliance and their various funding structures. Further, these district costs of implementation will have direct impact on state general fund dollars in terms of reimbursement for approved or excess cost for districts.

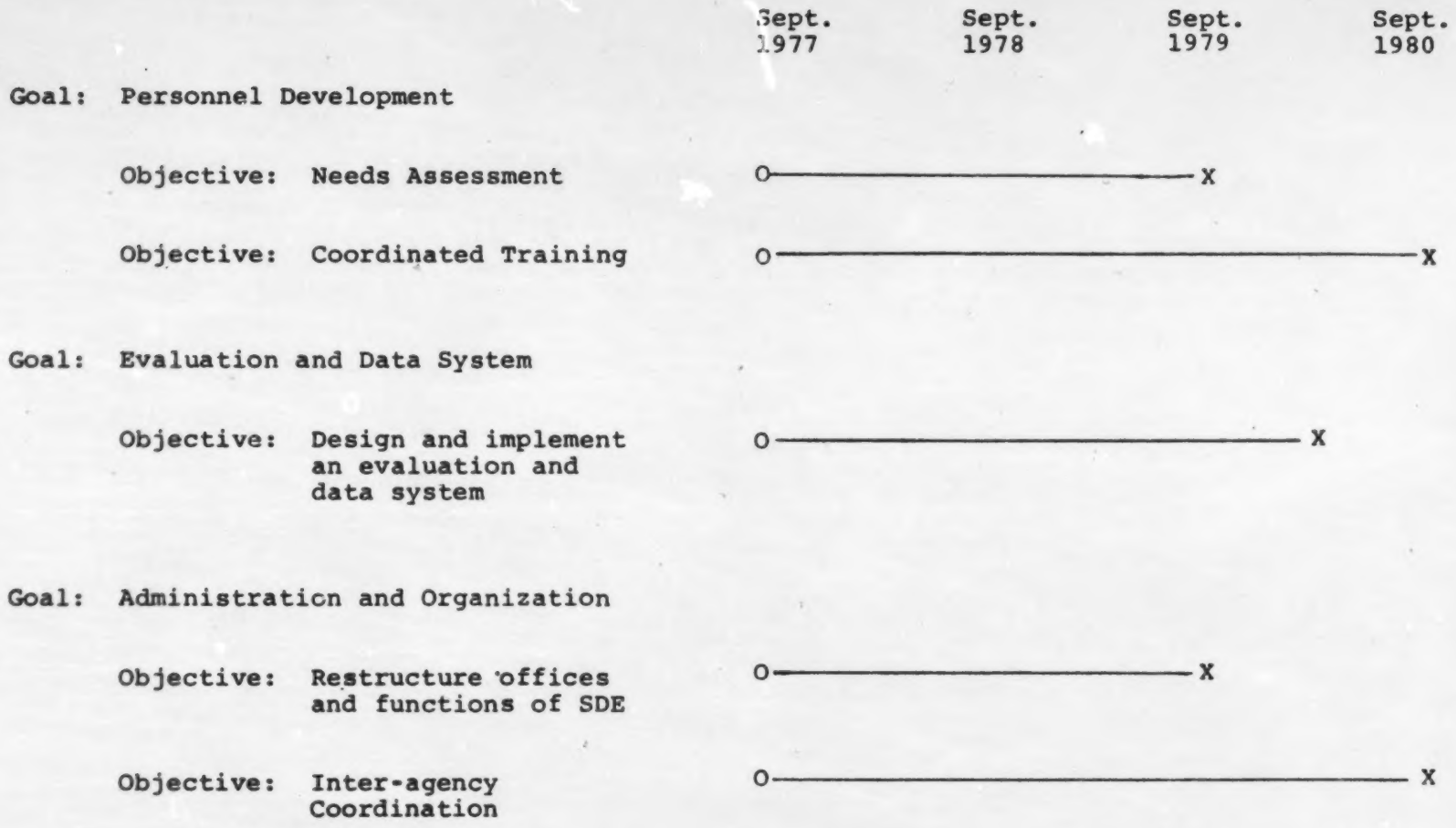
The above identified activities can be classified as normal costs of special education, i.e., while some initial increased costs may be experienced, these costs can be identified as on-going, regular costs of special education. There are, however, a group of activities which are the responsibility of the SDE

which can be identified as special costs, i.e., they are a one-time expense or represent additional expenses new to special education in the state. These costs are identified in the State Master Plan with the recommendation that they be supported by the state's portion of PL 94-142 monies.

## MAJOR GOALS AND OBJECTIVES TIMELINES



## MAJOR GOALS AND OBJECTIVES TIMELINES
(continued)



## MAJOR GOALS AND OBJECTIVES TIMELINES
(continued)

| | | Sept. 1977 | Sept. 1978 | Sept. 1979 | Sept. 1980 |
|---|---|---|---|---|---|
| Goal: | Finance of Special Education | | | | |
| Objective: | Joint Planning | O——— | ——— | ———X | |
| Objective: | Equitable and efficient reimbursement | O——— | ——— | ———X | |
| Objective: | Disperse 94-142 funds | O——— | ———X | | |

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| Key |
|---|
| O = starting date |
| X = achievement date |

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